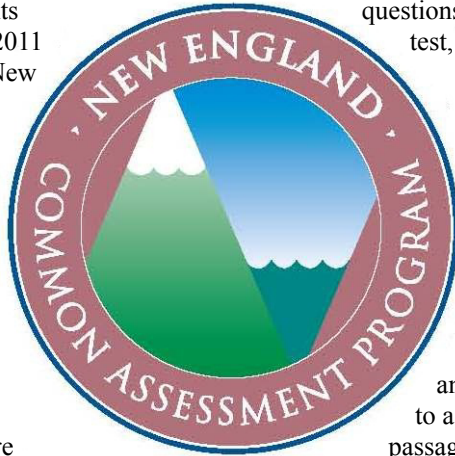


About The New England Common Assessment Program

This report highlights results from the Fall 2011 Beginning of Grade New England Common Assessment Program (NECAP) tests. The NECAP tests are administered to students in Maine, New Hampshire, Rhode Island, and Vermont as part of each state's statewide assessment program. NECAP test results are used primarily for school improvement and accountability.



Achievement level results are used in the state accountability system required under No Child Left Behind (NCLB). More detailed school and district results are used by schools to help improve curriculum and instruction. Individual student results are used to support information gathered through classroom instruction and assessments.

NECAP tests in reading and mathematics are administered to students in grades 3 through 8 and writing tests are administered to students in grades 5 and 8. The NECAP tests are designed to measure student performance on grade level expectations (GLE) developed and adopted by the four states. Specifically, the tests are designed to measure the content and skills that students are expected to have as they begin the school year in their current grade — in other words, the content and skills that students have learned through the end of the previous grade.

Each test contains a mix of multiple-choice and constructed-response questions. Constructed-response questions require students to develop their own answers to

questions. On the mathematics test, students may be required to provide the correct answer to a computation or word problem, draw or interpret a chart or graph, or explain how they solved a problem. On the reading test, students may be required to make a list or write a few paragraphs to answer a question related to a literary or informational passage. On the writing test, students are required to provide a single extended response of 1-3 pages and three shorter responses to questions measuring different types of writing.

This report contains a variety of school- and/or district-, and state-level assessment results for the NECAP tests administered at a grade level. Achievement level distributions and mean scaled scores are provided for all students tested as well as for subgroups of students classified by demographics or program participation. The report also contains comparative information on school and district performance on subtopics within each content area tested.

In addition to this report of grade level results, schools and districts will also receive Summary Reports, Item Analysis Reports, Released Item support materials, and student-level data files containing NECAP results. Together, these reports and data constitute a rich source of information to support local decisions in curriculum, instruction, assessment, and professional development. Over time, this information can also strengthen schools' and districts' evaluation of their ongoing improvement efforts.



Fall 2011 Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

School Results

School: C K Burns School

District: RSU 23

Code: 3168-1375



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Grade Level Summary Report

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

PARTICIPATION in NECAP	Number									Percentage								
	School			District			State			School			District			State		
Students enrolled on or after October 1	200			294			13,341			100			100			100		
	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing	Reading	Math	Writing
Students tested	200	199		294	293		13,034	13,061		100	100		100	100		98	98	
With an approved accommodation	47	48		72	73		2,594	2,642		24	24		24	25		20	20	
Current LEP Students	8	8		10	10		391	405		4	4		3	3		3	3	
With an approved accommodation	6	6		8	8		163	175		75	75		80	80		42	43	
IEP Students	17	17		26	26		1,927	1,944		9	9		9	9		15	15	
With an approved accommodation	16	16		25	25		1,456	1,471		94	94		96	96		76	76	
Students not tested in NECAP	0	1		0	1		307	280		0	1		0	<1		2	2	
State Approved	0	0		0	0		222	202			0			0		72	72	
Alternate Assessment	0	0		0	0		193	181								87	90	
First Year LEP	0	0		0	0		9	0								4	0	
Withdrew After October 1	0	0		0	0		0	0								0	0	
Enrolled After October 1	0	0		0	0		0	0								0	0	
Special Consideration	0	0		0	0		20	21								9	10	
Other	0	1		0	1		85	78			100			100		28	28	

NECAP RESULTS

	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
READING	200	0	0	200	43	22	111	56	36	18	10	5	348	294	20	56	17	7	347	13,034	18	54	18	10	346
MATH	200	0	1	199	37	19	101	51	40	20	21	11	345	293	16	53	19	11	345	13,061	18	46	21	15	343
WRITING																									

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Throughout this report, percentages may not total 100 since each percentage is rounded to the nearest whole number.

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Reading Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student offers insightful observations/assertions that are well supported by references to the text. Student uses range of vocabulary strategies and breadth of vocabulary knowledge to read and comprehend a wide variety of texts.

(Scaled Score 357–380)

Proficient (Level 3)

Student's performance demonstrates an ability to read and comprehend grade-appropriate text. Student is able to analyze and interpret literary and informational text. Student makes and supports relevant assertions by referencing text. Student uses vocabulary strategies and breadth of vocabulary knowledge to read and comprehend text.

(Scaled Score 340–356)

Partially Proficient (Level 2)

Student's performance demonstrates an inconsistent ability to read and comprehend grade-appropriate text. Student attempts to analyze and interpret literary and informational text. Student may make and/or support assertions by referencing text. Student's vocabulary knowledge and use of strategies may be limited and may impact the ability to read and comprehend text.

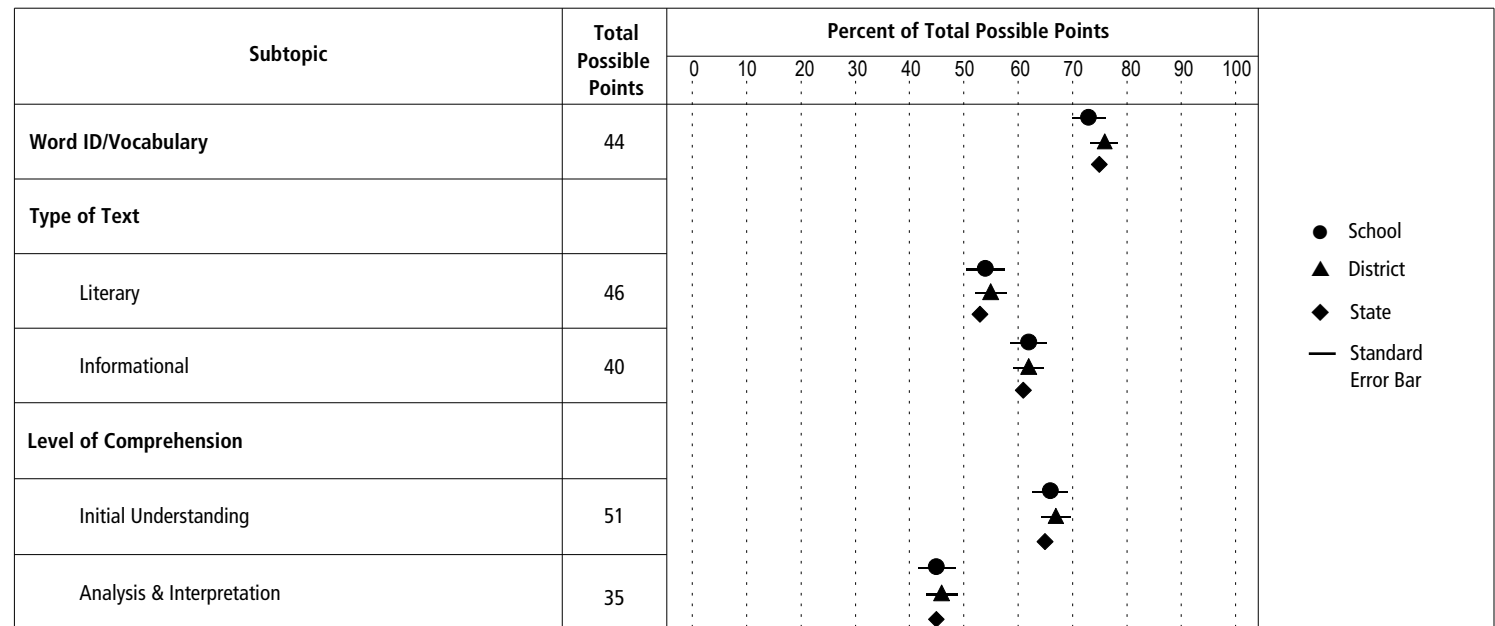
(Scaled Score 331–339)

Substantially Below Proficient (Level 1)

Student's performance demonstrates minimal ability to derive/construct meaning from grade-appropriate text. Student may be able to recognize story elements and text features. Student's limited vocabulary knowledge and use of strategies impacts the ability to read and comprehend text.

(Scaled Score 300–330)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	208	1	3	204	25	12	116	57	43	21	20	10	345
2010-11	203	2	0	201	23	11	114	57	41	20	23	11	344
2011-12	200	0	0	200	43	22	111	56	36	18	10	5	348
Cumulative Total	611	3	3	605	91	15	341	56	120	20	53	9	346
District													
2009-10	275	1	4	270	34	13	159	59	54	20	23	9	345
2010-11	282	2	0	280	30	11	157	56	59	21	34	12	344
2011-12	294	0	0	294	58	20	166	56	50	17	20	7	347
Cumulative Total	851	3	4	844	122	14	482	57	163	19	77	9	345
State													
2009-10	13,688	108	165	13,415	1,731	13	8,002	60	2,531	19	1,151	9	346
2010-11	13,431	249	114	13,068	1,500	11	7,635	58	2,515	19	1,418	11	345
2011-12	13,341	222	85	13,034	2,375	18	7,036	54	2,299	18	1,324	10	346
Cumulative Total	40,460	579	364	39,517	5,606	14	22,673	57	7,345	19	3,893	10	346





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Reading Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

REPORTING CATEGORIES	School												District						State						
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	200	0	0	200	43	22	111	56	36	18	10	5	348	294	20	56	17	7	347	13,034	18	54	18	10	346
Gender																									
Male	110	0	0	110	27	25	51	46	26	24	6	5	347	170	22	51	19	8	347	6,733	14	53	20	13	344
Female	90	0	0	90	16	18	60	67	10	11	4	4	348	124	17	64	14	6	348	6,301	22	55	16	8	348
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	7	0	0	7										8						235	14	51	22	12	344
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						107	7	58	24	11	343
Asian	7	0	0	7										8						205	29	47	15	9	349
Black or African American	4	0	0	4										5						389	7	41	23	29	337
Native Hawaiian or Pacific Islander	0	0	0	0										0						15	20	67	13	0	350
White	180	0	0	180	42	23	99	55	31	17	8	4	348	271	21	57	15	7	348	11,933	19	55	17	9	346
Two or more races	0	0	0	0										0						150	16	51	20	13	345
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	0	8										10	0	30	50	20	338	391	9	37	27	27	338
Former LEP student - monitoring year 1	0	0	0	0										1						14	36	43	21	0	353
Former LEP student - monitoring year 2	0	0	0	0										0						1					
All Other Students	192	0	0	192	43	22	109	57	32	17	8	4	348	283	20	58	16	6	347	12,628	18	55	17	10	346
IEP																									
Students with an IEP	17	0	0	17	0	0	6	35	4	24	7	41	334	26	0	31	27	42	334	1,927	4	29	29	38	334
All Other Students	183	0	0	183	43	23	105	57	32	17	3	2	349	268	22	59	16	3	348	11,107	21	58	16	5	348
SES																									
Economically Disadvantaged Students	78	0	0	78	13	17	44	56	16	21	5	6	346	120	13	55	20	12	344	6,065	11	52	22	16	342
All Other Students	122	0	0	122	30	25	67	55	20	16	5	4	349	174	24	57	15	3	349	6,969	25	56	14	5	349
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	200	0	0	200	43	22	111	56	36	18	10	5	348	294	20	56	17	7	347	13,026	18	54	18	10	346
Title I																									
Students Receiving Title I Services	27	0	0	27	0	0	14	52	11	41	2	7	340	29	0	52	41	7	340	3,041	5	47	30	18	340
All Other Students	173	0	0	173	43	25	97	56	25	14	8	5	349	265	22	57	14	7	348	9,993	22	56	14	8	348
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						186	14	61	16	9	346
All Other Students	197	0	0	197	43	22	110	56	35	18	9	5	348	291	20	57	17	7	347	12,848	18	54	18	10	346

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.



Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Mathematics Results

School: C K Burns School
 District: RSU 23
 State: Maine
 Code: 3168-1375

Proficient with Distinction (Level 4)

Student's problem solving demonstrates logical reasoning with strong explanations that include both words and proper mathematical notation. Student's work exhibits a high level of accuracy, effective use of a variety of strategies, and an understanding of mathematical concepts within and across grade level expectations. Student demonstrates the ability to move from concrete to abstract representations.

(Scaled Score 353–380)

Proficient (Level 3)

Student's problem solving demonstrates logical reasoning with appropriate explanations that include both words and proper mathematical notation. Student uses a variety of strategies that are often systematic. Computational errors do not interfere with communicating understanding. Student demonstrates conceptual understanding of most aspects of the grade level expectations.

(Scaled Score 340–352)

Partially Proficient (Level 2)

Student's problem solving demonstrates logical reasoning and conceptual understanding in some, but not all, aspects of the grade level expectations. Many problems are started correctly, but computational errors may get in the way of completing some aspects of the problem. Student uses some effective strategies. Student's work demonstrates that he or she is generally stronger with concrete than abstract situations.

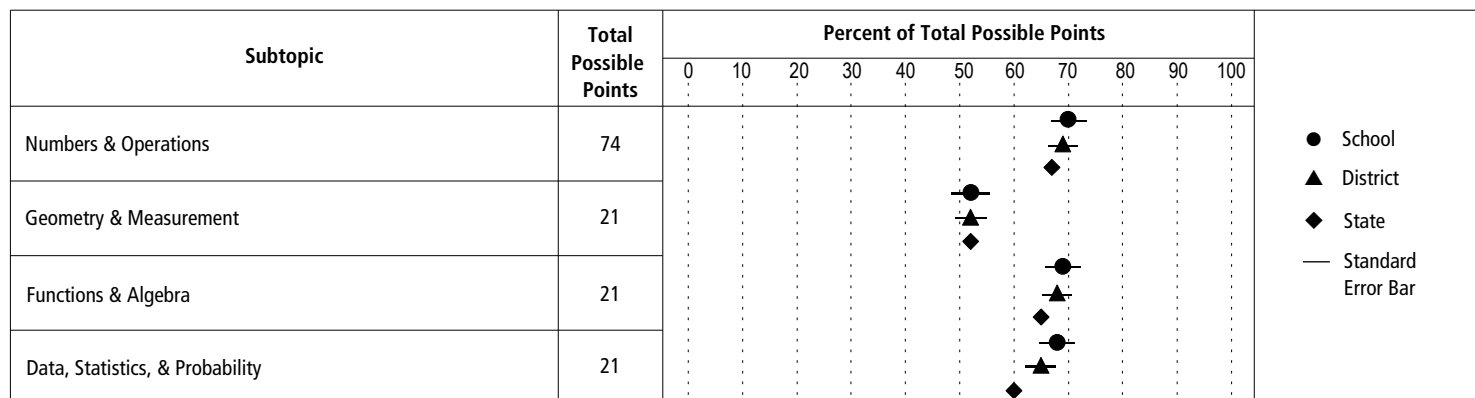
(Scaled Score 332–339)

Substantially Below Proficient (Level 1)

Student's problem solving is often incomplete, lacks logical reasoning and accuracy, and shows little conceptual understanding in most aspects of the grade level expectations. Student is able to start some problems but computational errors and lack of conceptual understanding interfere with solving problems successfully.

(Scaled Score 300–331)

	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%	
School													
2009-10	208	1	3	204	11	5	83	41	70	34	40	20	339
2010-11	203	2	0	201	24	12	91	45	56	28	30	15	341
2011-12	200	0	1	199	37	19	101	51	40	20	21	11	345
Cumulative Total	611	3	4	604	72	12	275	46	166	27	91	15	342
District													
2009-10	275	1	4	270	14	5	118	44	86	32	52	19	340
2010-11	282	2	1	279	34	12	123	44	75	27	47	17	341
2011-12	294	0	1	293	47	16	156	53	57	19	33	11	345
Cumulative Total	851	3	6	842	95	11	397	47	218	26	132	16	342
State													
2009-10	13,688	111	151	13,426	1,890	14	6,450	48	2,974	22	2,112	16	342
2010-11	13,431	190	120	13,121	2,108	16	5,962	45	3,100	24	1,951	15	343
2011-12	13,341	202	78	13,061	2,294	18	6,048	46	2,789	21	1,930	15	343
Cumulative Total	40,460	503	349	39,608	6,292	16	18,460	47	8,863	22	5,993	15	343





Fall 2011 - Beginning of Grade 3 NECAP Tests

Grade 3 Students in 2011-2012

Disaggregated Mathematics Results

School: C K Burns School
District: RSU 23
State: Maine
Code: 3168-1375

REPORTING CATEGORIES	School													District						State					
	Enrolled	NT Approved	NT Other	Tested	Level 4		Level 3		Level 2		Level 1		Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score	Tested	Level 4	Level 3	Level 2	Level 1	Mean Scaled Score
	N	N	N	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	200	0	1	199	37	19	101	51	40	20	21	11	345	293	16	53	19	11	345	13,061	18	46	21	15	343
Gender																									
Male	110	0	0	110	22	20	55	50	21	19	12	11	346	170	18	53	18	11	345	6,751	18	47	21	14	344
Female	90	0	1	89	15	17	46	52	19	21	9	10	345	123	13	54	21	12	344	6,310	17	46	21	16	343
Not Reported	0	0	0	0										0						0					
Race/Ethnicity																									
Hispanic or Latino	7	0	0	7										8						236	10	41	28	21	341
Not Hispanic or Latino																									
American Indian or Alaskan Native	2	0	0	2										2						108	4	50	28	19	340
Asian	7	0	0	7										8						207	32	38	15	15	346
Black or African American	4	0	1	3										4						397	5	31	24	39	335
Native Hawaiian or Pacific Islander	0	0	0	0										0						15	7	60	20	13	343
White	180	0	0	180	36	20	90	50	37	21	17	9	346	271	17	53	20	10	345	11,948	18	47	21	14	344
Two or more races	0	0	0	0										0						150	13	47	25	16	342
No Race/Ethnicity Reported	0	0	0	0										0						0					
LEP Status																									
Current LEP student	8	0	0	8										10	0	40	30	30	337	405	7	28	26	39	336
Former LEP student - monitoring year 1	0	0	0	0										1						14	29	36	21	14	347
Former LEP student - monitoring year 2	0	0	0	0										0						1					
All Other Students	192	0	1	191	37	19	98	51	38	20	18	9	346	282	16	54	19	11	345	12,641	18	47	21	14	344
IEP																									
Students with an IEP	17	0	0	17	0	0	5	29	4	24	8	47	334	26	0	31	27	42	335	1,944	5	26	30	39	335
All Other Students	183	0	1	182	37	20	96	53	36	20	13	7	346	267	18	55	19	8	346	11,117	20	50	20	11	345
SES																									
Economically Disadvantaged Students	78	0	1	77	8	10	34	44	21	27	14	18	342	119	8	47	26	18	342	6,090	9	42	26	22	340
All Other Students	122	0	0	122	29	24	67	55	19	16	7	6	347	174	21	57	15	6	347	6,971	25	50	17	8	347
Migrant																									
Migrant Students	0	0	0	0										0						8					
All Other Students	200	0	1	199	37	19	101	51	40	20	21	11	345	293	16	53	19	11	345	13,053	18	46	21	15	344
Title I																									
Students Receiving Title I Services	27	0	0	27	0	0	11	41	9	33	7	26	338	29	0	41	31	28	338	3,047	5	37	32	26	338
All Other Students	173	0	1	172	37	22	90	52	31	18	14	8	346	264	18	55	18	9	345	10,014	21	49	18	11	345
504 Plan																									
Students with a 504 Plan	3	0	0	3										3						187	16	51	20	13	343
All Other Students	197	0	1	196	37	19	99	51	40	20	20	10	345	290	16	53	20	11	345	12,874	18	46	21	15	344

Level 4 = Proficient with Distinction; Level 3 = Proficient; Level 2 = Partially Proficient; Level 1 = Substantially Below Proficient

Note: Some numbers may have been left blank because fewer than ten (10) students were tested.